

Beacon High Equalities Statement, Plan and Objectives

Autumn 2020

Equalities Statement

The Equalities Act 2010 which came into force in 2012 requires that all public bodies, of which Beacon High is one, publish information to demonstrate that we have due regard for the need to:

- 1) **Eliminate unlawful discrimination, harassment and victimisation** and any other conduct prohibited by the Equality Act 2010
- 2) **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it by:
 - Removing or minimising disadvantage suffered by people due to their protected characteristic
 - Take steps to meet the needs of those with certain protected characteristics where these are different to the needs of other people, including taking steps to take account of disabled people's disabilities
 - Encourage people with certain characteristics to participate in public life or in other activities where their proportion is disproportionately low
- 3) **Foster good relations** between people who share a protected characteristic and people who do not share it

The protected characteristics under the act are:

- 1) Age;
- 2) Disability;
- 3) Gender reassignment;
- 4) Marriage and civil partnership;
- 5) Pregnancy and maternity;
- 6) Race;
- 7) Religion or belief, including lack of belief;
- 8) Sex; and
- 9) Sexual orientation

Beacon High is a community school whose Governors and staff are, and remain, utterly committed to the success of all young people in our care. Beacon High has a diverse population of students and is a community school located in a multi-cultural and vibrant local community. The Governors and staff recognise that compliance with their legal duties under the Equalities Act ensures that the needs of this population are better met and, through fulfilling the Equalities Act duties, Beacon High staff and Governors will better represent the wider community that we serve.

Beacon High has considered the aims of this duty and evaluated how well we currently achieve the aims of this duty. Some of the relevant documentation that show the school's current position in relation to this duty include:

- SEND Policy
- Safer Recruitment Guidelines and evidence of SLT training
- Teaching, Learning and Assessment Policy including Remote Learning
- Anti-Bullying Policy
- Relationship, Sex and Health Education Policy
- Child Protection Policy and evidence of up to date staff training relating to child protection
- Staff Handbook
- Application forms for prospective employees
- Information pack for prospective employees
- Supporting Students with Medical Needs Policy
- Whistleblowing Policy
- Complaints Policy
- Attendance Policy
- Child Looked After Policy
- The BSF building was designed, built and finished to comply with all accessibility guidelines and is therefore fully accessible

Beacon High serves an urban inner city area of Islington, providing a wide range of opportunities for the students in and outside of the school as well as for their families. Islington also has one of the highest proportions of children living in poverty with levels being significantly above average for both London and the whole of the UK. Many of our students come from families who face significant social challenges.

Based on KS2 data from feeder primary schools, prior attainment on entry remains significantly below the national average. Currently 15.27% of students have English as an additional language and students from minority ethnic groups make up 62% of the school population. The school has a high percentage of students eligible for free school meals (48.69%) and for whom we receive a Pupil Premium payment (65.16%). These indicators are not seen as barriers to success but there is a need to break the link between demographics and social economic status and outcomes.

Students with protected characteristics:

Students	Number	Notes
Students on roll at the school	419	
Boys	265 (63%)	Gender balance varies between year groups: Y8 has a 50/50 ratio of male to female students.
Girls	154 (37%)	
Disabled students	0	<p>There are students at our school with different types of disabilities (by which we mean students whose impairment has a significant and long-term impact on their day-to-day living). Their needs include:</p> <ul style="list-style-type: none"> • Hearing Impairment • Visual Impairment • Physical difficulties (e.g. fine motor skills)
Number of minority ethnic students	260 (62%)	<p>The largest reported ethnic groups (after White British) are:</p> <ul style="list-style-type: none"> - White and Black Caribbean (5.88%) - Black Caribbean (5.8%) - Black Somali (6.1%) - Bangladeshi (7.05%) <p>Overall, there are students from 47 ethnic groups at Beacon High.</p> <p>The school population is diverse and reflective of the local area.</p>
Religion and belief		<p>Parents and carers can indicate their religious belief on the school's admissions form. The largest group who identified themselves is Christian, followed by Muslim. However, the majority of families indicated did not indicate any religion at all. Other religions identified were Hindu, Sikh and Buddhist.</p>
Pregnancy and maternity	0	<p>We are aware of the importance not to discriminate against students who are pregnant or who are young mothers, and to have procedures in place so that they can continue and return to learning.</p>

Sensitive information on some students with protected characteristics:

We regard some information in relation to the protected characteristics as being of a sensitive nature. It is not always appropriate for the school to collect information from students, for example about their gender identity and sexual orientation. However, as a school, we are aware that there may be a number of equality issues for gay, lesbian and bisexual students, as well as those who are undergoing or who have undergone a reassignment of their gender, specifically:

- **Gender Reassignment**

This is a complex and sensitive issue but when students have decided to progress with transition and/or reassignment we have been wholly supportive. The school is confident that the good relationship with parents and carers, the strong pastoral support system and the ability to signpost and refer students to other professional organisations help to prevent any discrimination. Work towards the Stonewall School Award has further developed our planning and practise in this area.

- **Sexual orientation**

We do not collect data on the sexual orientation of our students. However, we are fully aware that there are students in the school who may identify as being gay, lesbian or transsexual but are hesitant to do so due to concerns about possible homophobic responses from peers and adults outside of school. The school is committed to combatting any homophobic behaviour by adopting a zero tolerance approach to all reported incidents and through a positive dialogue about sexuality throughout the SRE delivered, celebrating LGBT history month and inviting in external organisations such as Stonewall or Diversity Role Models.

Other groups of students at risk of direct or indirect discrimination:

Students	Number	Notes
Students eligible for free school meals	204 (49%)	Pupil premium funds (allocated partly on the basis of FSM status) are allocated carefully and accounted for and reported in the required ways. See Pupil Premium Report for full details.
Students with special educational needs	126 (30%)	The SEND department undertake tracking, small group and one to one support, in class support and extra-curricular support for all students with SEND, as appropriate.
SEND need Identified	108 (25.8%)	There is a wide range of types and levels of need within this group and many strategies and employed by the

		SEND, pastoral, teaching and learning and other teams to meet the needs of these students.
SEND Status (EHCP)	18 (5.6%)	KS3 and KS4 SENDCOs and SEND teacher work with these students and meet the requirements of the EHCP plans, with other staff as required.
Students with English as an additional language	64 (15.27%)	A full time EAL teaching assistant works with these students giving individualised and group support to students at all stages of language acquisition.
Students at an early stage of English language acquisition	10 (2.4%)	Intensive support for those at an early stage of language acquisition is provided by our specialist EAL member of staff. Ongoing support is provided through withdrawal, LEXIA club, group sessions and creating bespoke resource packs to support students accessing the curriculum.
Looked after children	2	Appropriate support for LAC is provided and accounted for.
Young carers		We are aware that families often do not want this information to be known and it is sometimes difficult to identify young carers. The school has strong links with external organisations offering advice and support to families.
Other vulnerable students	37	Students who are deemed Children in Need are seen as 'vulnerable' and monitored. Interventions take place as and when required. Staff liaise with social workers and other professionals. Students with low attendance attend a tutor group for persistent absentees. Positive work around issues affecting their attendance is delivered and this has made a difference in improving attendance and punctuality.

Beacon High are aware that the risk of discrimination goes beyond the protected characteristics identified in the Equalities Act 2010. Active steps are taken to support any student with any vulnerability or who is at risk of discrimination for any reason.

Equalities Plan

At Beacon High we are working to ensure that everyone is treated fairly and respectfully. We recognise that some students may need extra support to help them to achieve and be successful. We are working to make sure that people from different groups are consulted and are involved in our decision making.

To ensure that Beacon High is a fair place for all of our stakeholders we all have a role to play.

The Governors will:

- A named governor will take the lead for this area of school life
- The Governors, as a whole, are responsible for making sure that the school complies with the relevant equity legislation and monitoring of progress towards the equality objectives and reporting annually

The Headteacher will:

- Make sure that all staff know their responsibilities in relation to equalities and ensure that they receive the appropriate training and support in carrying these out
- Take appropriate action in cases of harassment and discrimination, including prejudice related incidents
- Enable reasonable adjustments to be made in relation to disability in regard to students, staff, parents/carers and visitors to the academy

All staff will:

- Advance equality in their work at all times
- Model fair and equitable treatment of others in their professional relationships
- Foster good relations between groups and use the necessary policies and processes to tackle any prejudice related incidents
- Be able to recognise and tackle instances of stereotyping and bias
- Engage with training opportunities in relation to how to better uphold their duties under the act

All students will:

- Follow the relevant rules, policies and procedures
- Engage with PSHE and tutor time activities which ask them to reflect on diversity and equality, including examining their own bias and prejudices
- Report any incidents of bullying, harassment or prejudice related incidents in person or using one of the anonymous reporting systems that Beacon High has in place

All other stakeholders and visitors are expected to comply with school policies whilst interacting with the school.

Equality Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives at least every four years. We aim to address areas where we need to take action to improve equality and tackle disadvantages. The objectives will be reviewed annually as part of the ongoing school evaluation and development planning and will be evaluated and reset every four years.

Current equalities objectives:

Aim (1, 2 or 3)	Protected Characteristic	Aim	Targeted Group	Action(s)	Progress and Impact
1, 2 and 3	Sexual orientation Gender reassignment	Demonstrate a commitment to lesbian, gay and bisexual equality throughout all aspects of school life	Students who identify as LGBTQIA All stakeholders in the school	<ul style="list-style-type: none"> - Commit achieving 'Stonewall School Champion' status, working with the organisation and reviewing policy, curriculum and extra-curricular activities - Support 'Pride Club' to continue as a key way to support LGBTQIA students and equip allies to further work towards equality - Celebrate LGBTQIA history month through assemblies, tutor times and some curriculum activities - Seek to engage with external agencies where appropriate and finances allow (e.g. Diversity Role Models) 	Objective was set in Autumn 2019. Students feel more open towards discussion sexual orientation. However, there is on-going work towards the Stonewall Champion to take place over this coming academic year.
2	Sex	Close the achievement gap at KS4 that currently leads to boys underperforming	Male students (as well as continuing to support the progress and	<ul style="list-style-type: none"> - Track all academic and pastoral interventions students are receiving and review any groups (or individuals) who may need additional support or opportunities - As a leadership and teaching and learning teams commit to engaging with research in this area and sharing this with curriculum and pastoral teams 	Work is on-going with this objective with new systems in place to track intervention support and impact.

		compared to females at GCSE	achievement of all students)	<ul style="list-style-type: none"> - When making curriculum and exam board/specification choices consider the research around what helps to close the gender achievement gap - Continue to work to attract a balanced cohort of students from Y7 (as we have with the current Y7 year group) 	Review to take place September 2021.
--	--	-----------------------------	------------------------------	--	--------------------------------------

Review of last objectives:

Aim (1, 2 or 3)	Protected Characteristic	Aim	Targeted Group	Action(s)	Progress and Impact
2	Gender and ethnicity	Close the achievement gap at KS4 that currently leads to White British boys underperforming compared to females and boys of other ethnicities in their GCSEs	White British Boys	Focus on these students at progress and standards meetings; departmental SEFs and DIPs consider this group; strategic use of mentoring; putting many of these students in one of the 'target tutor groups'; included in registers for P5 intervention lessons; external mentoring opportunities	<p>Overall, girls still out-perform boys in their GCSE examinations.</p> <p>Strategies that have been used and evaluated include:</p> <ul style="list-style-type: none"> - Focus on this group in P&S meetings - Increased mentoring for Y11s, especially those at risk of underachieving (internal and external mentors) - Wave one and two interventions being used more strategically, especially in core departments - Some targeted interventions (e.g. boys' poetry workshop, PiXL conferences etc.) - Much more cohesive careers support, including 'taster sessions' at a wider range of colleges to support engagement (especially for white British boys)
3	Disability, gender and race	All levels of student leadership (senior students and all of the newly created House	Students in student leadership positions	All students invited to apply	Over the past two years our approach to student leadership has developed significantly:

		<p>positions) are reflective of the diversity of the school in terms of gender, race and disability. All students involved with student leadership are aware of the strengths that come from being a diverse school and work with staff to continue to foster good relations between all individuals in the school community</p>		<p>Monitoring of which students are involved (analysis done according to protected characteristic)</p> <p>Part of the student leadership team training to include equalities awareness and promotion</p>	<ul style="list-style-type: none"> - We have embedded a system of student leadership positions (Senior Students and Student Ambassadors) - The leadership groups have had a balance of genders and ethnicities and one student with SEND has been in the ambassador group <p>As we have had several forms of student voice over the last period it is difficult to track who has been a 'student leader' and how many of these students fall into a statutorily protected group. The breadth and importance of student leadership has significantly increased since this objective was set, however. Groups of student leaders have taken part in equalities activities with the local authority, Arsenal Football Club, the Holocaust Educational Trust and other organisations whose aim is to work towards an equitable community for everyone.</p> <p>Next steps:</p> <ul style="list-style-type: none"> - Development of student working parties linked to BLM - Development of student working party link to equalities in school
--	--	--	--	--	---